

The INTERLOCUTOR FRAME has been introduced in order to reduce variability in oral examiner speech and to ensure that the test taking experience is the same for all candidates. Please acquaint yourself with it thoroughly and use it to conduct the exam.

### INTERLOCUTOR FRAME FOR B LEVEL – Part 1 (warm-up & Activity 1)

Introducing ourselves (about 2 minutes for both candidates) [NOT MARKED]

Examiner: Good afternoon. Welcome. Can I have your evaluation forms, please? *(Take them and give them to your co-assessor, making sure you don't mix up the two candidates.)*

Thank you, please take a seat. My name is \_\_\_\_\_ (and) this is my co-assessor \_\_\_\_\_. S/he will be observing us.

Please speak in English, loudly and clearly, throughout the test. You may ask me to repeat task instructions or to explain something you don't understand, but only in English.

So... What is your name? *(Write it down.)* And yours? *(Write it down.)*

Examiner: *(Addressing candidate A)* So \_\_\_\_\_ *(his/her NAME)*, what do you do? / where do you live? / what are your plans for the future? etc. *(any general questions to break the ice and get to know the candidate.)*

Examiner: *(Addressing candidate B)* And what about you \_\_\_\_\_ *(his/her NAME)*, what do you do? / where do you live? / what are your plans for the future? etc. *(any general questions to break the ice and get to know the candidate.)*

Activity 1 (6 minutes for both candidates- 3 minutes each)

Examiner: Ok. Let's start with Activity 1. I will ask each of you some questions.

So, \_\_\_\_\_ *(candidate A's NAME)*. Choose **TWO** sets of questions from the list below and ask him/her. *(When your exchange with the candidate has finished.) Thank you.*

Examiner: Now, let's go on with \_\_\_\_\_ *(candidate B's NAME)*.

Choose **TWO** sets of questions **DIFFERENT** from the ones you asked candidate A, from the list below. *(When your exchange with the candidate has finished.) Thank you.*

### ACTIVITY 1: INTERVIEW

#### SET 1

B1: Do you use a computer? If yes, how often and for what reason do you use it? If no, why not?

B2: What internet sites do you visit regularly and why? / If you used a computer, what internet sites would you like to visit and why?

#### SET 2

B1: Did you enjoy elementary school? Why or why not?

B2: Tell us about a memorable experience you remember from your childhood years.

### ATTENTION

This pack is for the Oral Test and should be given to the Examiners two (2) hours before the test begins. It contains

- the Interlocutor Frame for activities 1, 2 & 3

- the test items (i.e., the questions for Activity 1 and the tasks for Activities 2 & 3)
- a reminder of potential trouble spots during the exam
- the Rating Scale for B1&B2

**SET 3**

- B1: How much free time do high school students usually have and what do they do with their free time?
- B2: Do you find some of the things you are/ were taught at school useless for your life? If yes, what? If no, what is the most useful thing you learned at school?

**SET 4**

- B1: Which is the worst day of the week for you and why?
- B2: What small things in life make you happy and why?

**SET 5**

- B1: What do you like to do when on holidays?
- B2: If you won tickets to go to a desert island for a week, would you go or give the tickets to someone else? Explain your choice.

**SET 6**

- B1: Do you like helping your parents/ family/ friends in the kitchen? If yes, why? If no, why not?
- B2: Is housework a responsibility of women, men or both? Why?

**SET 7**

- B1: Do you have breakfast every morning? If yes, why? If no, why not?
- B2: What is the most unusual thing you have ever eaten? Did you like it? Why or why not?

OR

- B2: **(For older candidates)** Are there any foods that bring special memories to you? What are they and what memories do they bring?

**SET 8**

- B1: Tell us what you like about your school friends/ fellow students/ colleagues.
- B2: How do you usually keep in touch with your friends and why?

**SET 9**

- B1: Where is your favourite place to go on vacation? Describe it to us.
- B2: If you could spend your summer holidays anywhere in the world, where would you go, who would you take with you and what would you do there?

**SET 10**

- B1: Which was the best party you have ever been to. Tell us about it and why was it the best?
- B2: Imagine that you're organizing a party for a special occasion. Tell us how you'd prepare for it.

**SET 11**

- B1: Tell us a few things about your favourite room in your house.
- B2: If you could change some things in your house, what would these be?

**SET 12**

- B1: Which sports do you like to watch and which to participate in? Why?
- B2: Would you ever consider taking up an extreme sport? Why or why not?

**INTERLOCUTOR FRAME FOR B LEVEL – Part 2 (Activity 2)**

Activity 2 (8 minutes for both candidates - 4 minutes each)

**Examiner:** We can now go on with Activity 2. I will give each one of you one or more photos and I will ask you 2 questions. You each have about 4 minutes to answer.

*Start with candidate B this time.*

**Examiner:** Let's start with \_\_\_\_\_ (candidate B's NAME). \_\_\_\_\_ (his/her NAME), turn to page \_\_\_\_\_ (Select a page from the Candidate Booklet) and look at picture(s) \_\_\_\_\_ (Select one or more pictures from this page) and \_\_\_\_\_ (choose and read out a B1 task from the ones given below).

**Examiner:** (When the candidate has finished) Now, look at picture(s) \_\_\_\_\_ (Select one or more pictures from the same page) and \_\_\_\_\_ (choose and read out a B2 task from the ones given below).  
(When the candidate has finished.) Thank you.

**Examiner:** Now, \_\_\_\_\_ (candidate A's NAME), it's your turn. Please, go to page \_\_\_\_\_ (Select a different page from the Candidate Booklet) and look at picture(s) \_\_\_\_\_ (Select one or more pictures from this page) and \_\_\_\_\_ (choose and read out a B1 task from the ones given below).  
(When the candidate has finished) Now, look at picture(s) \_\_\_\_\_ (Select one or more pictures from the same page) and \_\_\_\_\_ (choose and read out a B2 task from the ones given below).

**Examiner:** (When the candidate has finished.) Thank you.

**ACTIVITY 2: ONE SIDED TALK****GETTING THERE (PAGE 6)****B1 questions**

**TASK 1:** Imagine you know the people in photos 2 & 5 (or 2 & 4). Tell us who they are and what they were doing when the photos were taken.

**TASK 2:** Imagine you are one of the people in photo 2. Tell us where you are, who you are with and where you are going.

**TASK 3:** We are going to play a game. Choose one of the photos on this page. Don't tell me which one it is. Describe it, to help me guess which one it is.

**B2 questions**

**TASK 4:** Imagine you know the people in photo 4 (or 5). Tell us a few things about them (about their personality, hobbies and interests).

**TASK 5:** Imagine photos 3 & 6 (1 & 6) were taken last weekend. Tell us what you did last weekend.

**TASK 6:** Imagine photo 5 is from your family's photo album. Tell us who the people in the photo are, where they are and what they did during the day.

**TASK 7:** Imagine you are one of the people in photo 3 (or 6). Tell us what you are doing and what you did the rest of that day.

**EXTREME LIVING (PAGE 7)****B1 questions**

**TASK 8:** Imagine you know the person in photo 7 (or 11). Tell us who she/he is, where she/he is and what she/he was doing when the photo was taken.

**TASK 9:** We are going to play a game. Choose one of the photos on this page. Don't tell me which one it is. Describe it to help me guess which one it is.

**TASK 10:** Imagine you know the person in photo 7 (or 11). Tell us what she/he was feeling when the photo was taken and what she/he did later that day.

**B2 questions**

**TASK 11:** Imagine you know the person/s in photo 7 (or 8 or 9 or 10 or 11 or 12). Tell us a few things about him/her/them (personality, hobbies and interests).

**TASK 12:** Imagine photos 8 & 11 (or 9 & 12) are from your sister's photo album. Tell us what happened that day.

**TASK 13:** Imagine photo 9 is from your family's photo album. Tell us who the people in the photo are, where they are and how they were feeling when the photo was taken.

**TASK 14:** Imagine photos 10 & 12 (or 8 & 11) on this page are from your brother's /son's photo album and they were taken on a different day. Tell us which of these days you think he will never forget and why.

## LET'S DANCE (PAGE 8)

### B1 questions

**TASK 15:** Imagine you are one of the people in photo 15 (or 16). Tell us who you are with and what you are doing there.

**TASK 16:** We are going to play a game. Choose one of the photos on this page. Don't tell me which one it is. Describe it to help me guess which one it is.

**TASK 17:** Imagine you know the children in photo 14. Tell us who they are and what they were doing when the photo was taken.

### B2 questions

**TASK 18:** Imagine photos 13 & 14 were taken last weekend. Tell us what you did last weekend.

**TASK 19: (for older candidates):** Imagine photos 16 & 17 were taken last weekend. Tell us what you did during the two days.

**TASK 20:** Imagine you know the man in photo 15 and the women in photo 18 (or the man in photo 15 and the people in photo 17). Tell us a few things about them (about their personality, hobbies and interests).

**TASK 21:** Look at all the photos on this page. Choose two photos that you think could accompany an article entitled "Everybody can dance". Tell us why you think the photos you have chosen are suitable.

## PEOPLE TALKING (PAGE 9)

### B1 questions

**TASK 22:** Look at photo 21 (or 24) and tell us who you think these people are, where they are and what they are talking about.

**TASK 23:** Imagine you know the people in photo 21 (or 23 or 24). Tell us where they were when the photo was taken and what they did afterwards.

**TASK 24:** Imagine photo 20 (or 22) is from your photo album. Tell us who these people are, what they were doing when the photo was taken and what they did later that day.

**TASK 25:** Imagine you are (your sister is) one of the people in photo 20 (or 24). Tell us where you are /she is, who you are /she is with and what you /she did earlier that day.

### B2 questions

**TASK 26:** Imagine you know the people in photos 20 & 21. Tell us a few things about them (about their personality, hobbies and interests).

**TASK 27:** Imagine you took photo 23. Tell us who these women are, who they are talking to and what about.

**TASK 28:** Imagine you know the people in photo 19. Tell us who they were and where they were when the photo was taken.

## UNUSUAL PETS (PAGE 10)

### B1 questions

**TASK 29:** Imagine photo 26 (or 28) is from your photo album. Tell us who these people are, where they are and what they were doing when the photo was taken.

**TASK 30:** Look at all the animals on this page. Tell us which of these animals you would like to have as a pet and why.

**TASK 31:** We are going to play a game. Choose one of the photos on this page. Don't tell me which one it is. Describe it to help me guess which one it is.

**TASK 32:** Imagine you are the girl in photo 28 (or 30, or the woman in photo 26 or 29, or the boy in photo 27). Tell us where you were, what happened that day and how you were feeling when the photo was taken.

## B2 questions

- TASK 33:** Imagine you know the people in photos 28 (or the man in photo 25 and the woman in photo 29). Tell us a few things about them (about their personality, hobbies and interests).
- TASK 34:** Look at all the photos on this page. Choose two photos that you think could accompany an article on "living dangerously". Tell us why you think the photos you have chosen are suitable.
- TASK 35:** Imagine photos 27 & 29 (or 28 & 30) on this page are from your sister's/ daughter's photo album and they were taken on a different day. Tell us which of these days you think she will never forget and why.

### INTERLOCUTOR FRAME FOR B LEVEL – Part 3 (Activity 3)

Activity 3 (10 minutes for both candidates- 5 minutes each)

- Examiner:** Now, let's move on to Activity 3. I will give each one of you a Greek text to read and two tasks to do. After reading your texts, you will each have about three minutes to perform these tasks.  
*Start with candidate A this time.*
- Examiner:** Let's start with \_\_\_\_\_ (his/her NAME). Go to page \_\_\_\_\_ (Select a page from the Candidate Booklet) and look at (the) text (number \_\_\_\_\_) (Select a text) and \_\_\_\_\_ (choose and read out the B1 level task). You can read the text for about two minutes and then, before you start, I will repeat the task for you.  
Now, \_\_\_\_\_ (candidate B's NAME), Go to page \_\_\_\_\_ (Select a different page from the Candidate Booklet) and look at (the) text (number \_\_\_\_\_) and \_\_\_\_\_ (choose and read out the B1 level task). You can read the text for about two minutes and then, before you start, I will repeat the task for you.  
*After about two minutes*  
Let's start with \_\_\_\_\_ (candidate A's NAME).  
Ready? Ok (Repeat the B1 task).
- Examiner:** Now, \_\_\_\_\_ (candidate B's NAME), let's continue with you. Ready? OK (Repeat the B1 task). (When the candidate has finished.) I will give you some time to read the text again to do another task (give him/her the B2 level task).
- Examiner:** Now, \_\_\_\_\_ (candidate A's NAME), let's continue with you. I will give you some time to read the text again to do another task (give him/her the B2 level task).
- Examiner:** Now, \_\_\_\_\_ (candidate B's NAME), it's your turn to do the second task. Ready? Ok (Repeat the B2 task.) (When the candidate has finished.) Thank you.
- Examiner:** Now, \_\_\_\_\_ (candidate A's NAME), it's your turn to do the second task. Ready? Ok (Repeat the B2 task.) (When the candidate has finished.) Thank you.  
This is the end of the examination. Have a nice afternoon/ evening.

### ACTIVITY 3: ORAL MEDIATION

#### THE 3 MOST INTELLIGENT PEOPLE IN THE WORLD (PAGE 11)

##### TASK 1

- B1:** Read your text and tell me about the IQ of very intelligent people.
- B2:** Imagine you are giving a class presentation about one of the most intelligent people in the world. Read your text and tell us who you will talk about and what you will say about him.

##### TASK 2

- B1:** Imagine I do not know anything about the three most intelligent people in the world. Read your text and tell me what each of the three is famous for.
- B2:** Imagine your German friend Hans is writing a report on famous scientists. Read your text and tell him about the accomplishments of the two scientists mentioned in your text.

##### TASK 3

- B1:** Read your text and tell me about the IQ of very intelligent people.
- B2:** Imagine your German friend Hans is writing an article on famous scientists for the local newspaper. Read your text and tell him about the accomplishments of the two scientists mentioned in your text.

**DEALING WITH TEST ANXIETY (PAGE 12)****TASK 4**

- B1: Imagine my son is taking his end of the year exams. Read your text and tell me what he should eat and how often during the exam period to avoid exam stress.
- B2: Imagine you are going to give a talk in English to students who are studying for their exams. You will talk to them about how to reduce exam stress. Using information from your text, tell us what points you will include in your talk.

**TASK 5**

- B1: Imagine your Spanish friend Maria is a student taking her midterm exams. Read your text and tell her what she should eat and drink during the exam period to avoid exam stress.
- B2: Imagine you are writing an article for a school magazine about how to reduce exam stress. Using information from your text, tell us what points you will include in your article about the importance of healthy eating and living during the exam period.

**AGATHONISI AND ITS LEGENT (PAGE 12)****TASK 6**

- B1: Imagine your Italian friend Malena, who is going to be in Greece this summer, wants to visit a Greek island. Using information from your text, tell her where Agathonisi is, how big it is and how you can get there.
- B2: Imagine your Spanish friend Anna is visiting Agathonisi next weekend. Read your text and tell her about the legend related to Agathonisi.

**TASK 7**

- B1: Imagine your Italian friend Malena, who is going to be in Greece this summer, wants to visit a Greek island. Using information from your text, tell her where Agathonisi is, how big it is and how you can get there.
- B2: Imagine you are writing an article about Agathonisi for an English travel guide. Read your text and tell us what information you will include in your article.

**BOOKS MADE INTO MOVIES (PAGE 13)****TASK 8**

- B1: Read the reviews on this page, and tell us which two of these films you would take your ten-year-old cousin to see next weekend and why.
- B2: Imagine you want to take your friend Bob, who is single, to the cinema next weekend. Read the reviews of the books made into films and tell us which two films you will see together and why.

**TASK 9**

- B1: Read the reviews on this page, and tell us which two of these films you would take your ten-year-old cousin to see next weekend and why.
- B2: Imagine your husband/ father/ brother likes thrillers. Read the reviews of four books made into films on this page and tell us which film you would recommend to him and why.

**STRESS RELIEF FOR TIRED PEOPLE (PAGE 14)****TASK 10**

- B1: Imagine I am feeling tired these days. Using information from your text, tell me what it says about exercise.
- B2: Imagine I am doing research on the effects of exercising on our health. Using information from your text, give me some tips to get me to exercise.

**WATER – THE SOURCE OF LIFE (PAGE 15)****TASK 11**

- B1: Imagine that your friend Kate complains that her skin is dry. Read your text and tell her about the essential qualities of water.

B2: Imagine that I hardly ever drink water. Read your text and tell me why I should drink water regularly.

### TASK 12 (for younger candidates)

B1: Imagine that your friend Kate complains that her skin is dry. Read your text and tell her about the essential qualities of water.

B2: Imagine you are doing a project at school about the importance of water for our health. Read your text and tell us what you will say about it.

## BICYCLE RENTAL IN ATHENS (PAGE 16)

### TASK 13

B1: Imagine I live in Maroussi. Read your text and tell me where I can rent a bicycle and how much it costs.

B2: Imagine your friend Helga who lives in Maroussi and likes cycling does not have a bicycle. Using information from your text, tell her how she can become a member of the bicycle rental service of Maroussi.

### TASK 14

B1: Imagine I live in Maroussi. Read your text and tell me how much it costs to rent a bicycle and how I can get more information about this service.

B2: Imagine your friend Helga who lives in Maroussi and likes cycling does not have a bicycle. Using information from your text, tell her how she can become a member of the bicycle rental service of Maroussi.

## POTENTIAL TROUBLE SPOTS DURING THE ORAL EXAM

Remember that especially at B1 level, candidates' language output is characterised by frequent instances of hesitations, extended pauses, false starts, lexical searching and planning. Therefore, special attention is required on the part of the examiner to phrase instructions slowly and clearly and to allow the candidate time to formulate his/her response.

## POTENTIAL TROUBLE SPOTS DURING THE SPEAKING TEST

PROBLEM	SOLUTION
What do I do...	Follow suggestions below
...if the candidate is hesitant, makes long pauses or produces little output?	<ol style="list-style-type: none"> <li>1. Repeat the candidate's last phrase with rising intonation.</li> <li>2. Ask a few prompting questions (Is there anything else you would like to add...?).</li> <li>3. Try to break down the task into simpler questions.</li> </ol>
...if the candidate is nervous and has difficulty in speaking?	<ol style="list-style-type: none"> <li>1. Smile, use body language, facial expressions and intonation to make the candidate feel more comfortable.</li> <li>2. If you asked the nervous candidate to begin first, switch to the other candidate and then come back to the nervous candidate.</li> </ol>
...if the candidate draws a blank and seems unable to answer (for activities 2 and 3)?	<ol style="list-style-type: none"> <li>1. Repeat the question/task.</li> <li>2. If the candidate still hesitates, change the task but stick to the same visual prompt/ text.</li> </ol>

### NOTE:

- Any extra help or guidance (as described above) given to a candidate should be taken into account in the assignment of the final mark.
- Remember that you are there to assess candidates and not to help them or teach them. It is very easy to slip into the teacher's role and supply the candidate with a word s/he is searching for or to complete the candidate's phrase in order to keep the candidate going. Avoid providing unnecessary help as much as possible.
- Care has been taken to phrase task instructions using simple lexis and sentence structure. Do not change or add more information to task instructions.
- If a candidate does not understand a word in the task instructions, you may give a synonym if you are asked to.



## B LEVEL ORAL ASSESSMENT CRITERIA &amp; RATING SCALE

TASK COMPLETION			
	1 Unsatisfactory	3 Moderately satisfactory	5 Fully satisfactory
<b>ACTIVITY 1</b> Interview	Responds poorly to the questions posed, gives wrong or irrelevant answers, or no answer at all.	Responds to the B1 questions effectively, with some hesitations, including most of the main content points, but has difficulty responding to B2 questions (or does not respond at all to the B2 questions). Is comprehensible with some effort.	Responds to all questions spontaneously, with few hesitations, including all content points. Is fully comprehensible with minor, if any, effort.
<b>ACTIVITY 2</b> One-sided talk	Responds poorly to both the B1 and B2 tasks, gives wrong or irrelevant answers or no answer at all. Ineffective use of visual prompts.	Responds to the B1 task using the visual prompts quite effectively and including most content points, but has difficulty with or does not respond at all to the B2 task. Is comprehensible with some effort.	Responds to both the B1 and B2 tasks in a fully satisfactory manner, using the visual prompts effectively and including all content points. Is fully comprehensible with minor, if any, effort.
<b>ACTIVITY 3</b> Oral Mediation	Responds poorly to both the B1 and B2 tasks, gives wrong or irrelevant answers or no answer at all. Information from the Greek text is only marginally used or inappropriately relayed into English.	Responds to the B1 task, relaying information from the Greek text into English (and occasionally translating) fairly adequately, but has difficulty with or does not respond at all to the B2 task. Is comprehensible with some effort.	Responds to both the B1 and B2 tasks in a fully satisfactory manner, relaying relevant information from the Greek text into English, paraphrasing effectively. Is comprehensible with minor, if any, effort.



QUALITY OF PRODUCTION			
	1 Unsatisfactory	3 Moderately satisfactory	5 Fully satisfactory
<b>Pronunciation and intonation</b>	Articulation is not always clear. L1 interference in pronunciation, stress, rhythm and intonation is distracting and the output is partly unintelligible.	Articulation is clear and generally comprehensible. L1 interference in pronunciation, stress, rhythm and intonation may be evident, occasionally impeding intelligibility.	Articulation is clear and comprehensible. Some L1 interference in pronunciation, stress, rhythm and intonation may be evident, but it does not impede intelligibility.
<b>Lexical range and appropriacy of linguistic choices</b>	Uses a narrow range of vocabulary, compromising the message or makes inappropriate word choices for the given social context which may obstruct meaning.	Uses a sufficient range of vocabulary and the word choice is, in most cases, morphologically and semantically correct for the given social context. Makes incorrect word choices when expressing more complex thoughts which may locally obstruct meaning.	Uses a fairly wide range of vocabulary and the word choice is morphologically and semantically correct for the given social context. May make a few incorrect word choices which do not, however, impede intelligibility.
<b>Grammatical accuracy</b>	Makes errors in basic grammatical structures and word order which may impede intelligibility. No attempts at self-correction.	Uses, reasonably accurately, a sufficient range of grammatical structures and sentence patterns, associated with more predictable situations. Errors occur, some of which may interfere with intelligibility. Occasional attempts at self-correction, not always successful.	Uses a wide range of grammatical structures and sentence patterns with a relatively high degree of grammatical accuracy. Scarce errors may occur which do not impede intelligibility and are often self-corrected.
<b>Fluency</b>	Expresses him/herself with some difficulty, and hesitations, pauses, false starts and reformulation are very evident, impeding intelligibility at times and tiring the listener.	Expresses him/herself with relative ease and maintains a fairly smooth flow of speech, even though pauses for grammatical and lexical planning, false starts and reformulation are evident, especially in longer stretches of free production, without however tiring the listener.	Expresses him/herself with spontaneity, showing a relatively high degree of fluency and ease of expression even in longer stretches of speech. Few pauses for grammatical and lexical planning, false starts and reformulation are noticeable.
<b>Communication strategies</b>	Has difficulty in maintaining a smooth flow of speech and avoids using strategies to overcome communication breakdown. Cannot overcome difficulties even after clarifications have been given by the examiner.	Has some difficulty in maintaining a smooth flow of speech but occasionally uses synonyms, paraphrase, circumlocutions, etc., to overcome gaps in communication and, generally, manages to communicate after clarifications have been given by the examiner.	Tries to maintain a smooth flow of speech without too much effort. Uses synonyms, paraphrase, circumlocutions, etc., fairly effectively, to overcome gaps in language knowledge and occasionally asks the examiner for clarifications.
<b>Cohesion and coherence</b>	Presents some coherent chunks of speech but is unable to produce longer coherent responses. Uses only very basic linear connectors.	Produces a fairly smooth flow of speech by linking discrete simple elements into a connected, linear sequence of points, using, correctly, a fairly limited range of cohesive devices.	Produces a smooth flow of speech by linking utterances into clear, coherent discourse, using a variety of cohesive devices, efficiently, to mark clearly the relationships between ideas.

<b>1= Unsatisfactory</b> (OUTPUT UNSATISFACTORY FOR B1)	<b>2= Partly unsatisfactory</b> (OUTPUT PARTLY SATISFACTORY FOR B1)	<b>3= Moderately satisfactory</b> (OUTPUT SATISFACTORY FOR B1)	<b>4= Satisfactory</b> (OUTPUT PARTLY SATISFACTORY FOR B2)	<b>5= Fully satisfactory</b> (OUTPUT SATISFACTORY FOR B2)
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## ΤΕΛΟΣ ΜΗΝΥΜΑΤΟΣ